



MYP In-School Workshop

Individuals and Societies

December 6-7, 2014

Guangdong Country Garden School

Guangzhou, China

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Teaching and learning through inquiry

Inquiry, in the broadest sense, is the process that people use to move to deeper levels of understanding. Inquiry involves speculating, exploring, questioning and connecting. In all IB programmes, inquiry develops curiosity and promotes critical and creative thinking.

The MYP structures sustained inquiry in individuals and societies by developing **conceptual understanding** in **global contexts**. Teachers and students develop a **statement of inquiry** and use **inquiry questions** to explore the subject. Through their inquiry, students develop specific interdisciplinary and disciplinary **approaches to learning** skills.

Conceptual understanding

A concept is a “big idea”—a principle or notion that is enduring, the significance of which goes beyond particular origins, subject matter or place in time. Concepts represent the vehicle for students’ inquiry into the issues and ideas of personal, local and global significance, providing the means by which they can explore the essence individuals and societies.

Concepts have an important place in the structure of knowledge that requires students and teachers to think with increasing complexity as they organize and relate facts and topics.

Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories. Students use conceptual understanding as they solve problems, analyse issues, and evaluate decisions that can have an impact on themselves, their communities and the wider world.

In the MYP, conceptual understanding is framed by prescribed key and related concepts. Teachers must use these concepts to develop the curriculum. Schools may identify and develop additional concepts to meet local circumstances and curriculum requirements.

Key concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the individuals and societies subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of individuals and societies are **change, global interactions, time, place and space, and systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Time, place and space	Systems

Table 1
MYP key concepts

These key concepts provide a framework for individuals and societies, informing units of work and helping to organize teaching and learning.

Change

Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.

For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral. The subject group explores the role of individuals and societies in shaping change.

Global interactions

Global interactions focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.

For individuals and societies, global interactions focuses on the interdependence of the larger human community, including the many ways that people come into conflict with and cooperate with each other, and live together in a highly interconnected world to share finite resources.

Time, place and space

The intrinsically linked concepts of **time, place and space** refer to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).

For individuals and societies, *time* is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future. Place and space are complex concepts, the definitions of which are fluid. *Place* is socially constructed and can be explored in terms of constraints and opportunities afforded by location. Places have value and meaning defined by humans. *Space* relates to where and why places and landscapes are located. This concept also includes the social, economic, and political processes that interact through or across space, resulting in patterns and networks arising, such as migration or trade flows. Challenges related to “place and space” can be understood on multiple scales (including local, regional, national and global).

Systems

Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.

For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them. Social and natural systems rely on a state of equilibrium and are vulnerable to change from internal and external forces.

Other key concepts can also be important in individuals and societies. For example, **culture**, **development** and **communities** are among the key concepts that often inform studies in the humanities and social sciences.

Related concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understandings. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes.

The individuals and societies subject group is integrated by a rich array of disciplines and the experience of students within the subject group can be structured in very different ways. Table 2 lists related concepts for the study of individuals and societies. For modular courses, teachers should select the relevant related concepts from the disciplines that are central for each unit. The definitions for integrated humanities courses, economics, geography and history are included at the end of this guide. The definitions for suggested related concepts for additional disciplines in individuals and societies can be found in the MYP *Individuals and societies teacher support material*.

Related concepts in individuals and societies		
Integrated humanities course		
Causality	Choice	Culture
Equity	Globalization	Identity
Innovation and revolution	Perspective	Power
Processes	Resources	Sustainability
Economics		
Choice	Consumption	Equity
Globalization	Growth	Model
Poverty	Power	Resources
Scarcity	Sustainability	Trade
Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability

History		
Causality (cause/consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance
Suggested related concepts for additional disciplines in individuals and societies		
Business management		
Causality (cause/consequence)	Competition	Cooperation
Culture	Ethics	Globalization
Innovation	Leadership	Power
Processes	Strategy	Structure
Philosophy		
Alterity (self and other)	Being and becoming	Belief
Causality (cause/consequence)	Human nature	Identity
Knowledge	Liberty	Mind/body
Objectivity/subjectivity	Personality	Values
Psychology		
Behaviour	Bond	Cognition
Consciousness	Development	Disorder
Group	Learning	Mental health
Mind	Symptoms	Unconsciousness
Sociology/Anthropology		
Agency	Community	Culture
Identity	Institutions	Meaning
Norms	Social interactions	Socialization
Social position (roles/status)	Structure	Subjectivity
Political science/Civics/Government		
Authority	Citizenship	Conflict
Cooperation	Globalization	Government
Ideologies	Integration	Interdependence
Leadership	Power	Rights

World religions		
Authority	Beliefs	Deity
Destiny	Doctrines	Morality
Religious feelings	Rituals and rites	Sacredness
Symbolism	Tradition	Worship

Table 2
Related concepts in individuals and societies

The appendix contains a glossary of these related concepts for individuals and societies. Suggested related concepts for other disciplines in this subject group are included in the teacher support material available on the OCC.

Global contexts for teaching and learning

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP individuals and societies can develop meaningful explorations of:

- identities and relationships
- orientation in time and space
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Teachers must identify a global context for teaching and learning, or develop additional contexts that help students explore the relevance of their inquiry (why it matters).

Many inquiries into individuals and societies concepts naturally focus on location and chronology. However, courses in this subject group should over time offer students multiple opportunities to explore all MYP global contexts in relationship to the aims and objectives of the subject group.

Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP individuals and societies units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Personal and social perspectives on the process and effects of globalization reflect local circumstances and values.	<ul style="list-style-type: none"> Global interactions Relationships, power Globalization and sustainability 	<ul style="list-style-type: none"> Wealth and poverty Globalization movements Cultural imperialism Multinational corporations World Bank and other international financial institutions
Nations form alliances to protect their military, cultural and economic interests.	<ul style="list-style-type: none"> Systems Conflict, cooperation Identities and relationships 	<ul style="list-style-type: none"> Peace and conflict (Pax Romana, British Empire, 20th century wars) International cooperation (League of Nations/United Nations/Arab League) Otto von Bismarck and Adolf Hitler
Absolute and relative locations have consequences for human and economic development.	<ul style="list-style-type: none"> Time, place and space Scale, disparity Fairness and development 	<ul style="list-style-type: none"> Longitude and latitude Global positioning systems Population UN Human Development Index
Advances in communication and transportation technology create opportunities and challenges for cultural and ethnic minorities.	<ul style="list-style-type: none"> Change Culture, diversity Scientific and technical innovation 	<ul style="list-style-type: none"> Social media Advertising Language distribution and classification Human migration
Governments, communities and individuals can develop strategies for living in hazardous environments and responding to hazards and disasters.	<ul style="list-style-type: none"> Global interactions Sustainability, management and intervention Orientation in time and space 	<ul style="list-style-type: none"> Rescue, rehabilitation and reconstruction Duty of care Risk assessment

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Societies can adopt, adapt or resist significant ideas.	<ul style="list-style-type: none"> Change Power, innovation and revolution, significance Personal and cultural expression 	<ul style="list-style-type: none"> Lenin and Stalin Guerrilla movement and dictatorships Green Revolution Consumer culture Protest movements Political and economic ideologies Significant individuals

Table 3
Example statements of inquiry

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP individuals and societies units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<ul style="list-style-type: none"> What were the most important causes of French Revolution? Who were some significant Enlightenment thinkers, and how did they influence the development of the US Constitution? 	<ul style="list-style-type: none"> What is the relationship between revolution and violence? How does revolutionary political change affect ordinary people? 	<ul style="list-style-type: none"> Can one person change the world? Are revolutions an inevitable part of human history?

Table 4
Examples of factual, conceptual and debatable questions

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise ATL skills. ATL skills provide valuable support for students working to meet the subject group's aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

Match the context and the correct descriptor

1. Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and environment

Personal and cultural expression

2. Explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution

Scientific and technical innovation

3. Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

Identifies and relationship

4. Explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human

Fairness and development

5. Explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives

Globalization and sustainability

6. Explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how human adapt environments to their needs

Orientation in time and space

How do you explore each of the global context? What will students study?			
Global context	Focus question(s) and description	Example explorations (<i>through...</i>)	By studying...
Identities and relationships	<p>Who am I? Who are we?</p> <p>Students will explore (<i>into</i>)</p> <ul style="list-style-type: none">• identity;• beliefs and values;• personal, physical, mental, teams, affiliation and leadership social and spiritual health;• human relationships including families, friends, communities and cultures;• what it means to be human.	<p>Possible explorations to develop</p> <ul style="list-style-type: none">• Competition and cooperation; teams, affiliation and leadership• Identify formation; self-esteem; status; roles, and role models• Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life• Physical, psychological and social development; transitions; health and well-being; lifestyle choices• Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind	

Orientation in space and time	<p>What is the meaning of “where”? and “when”?</p> <p>Students will explore</p> <ul style="list-style-type: none"> • personal histories • homes and journeys; • turning points in humankind; • discoveries; • explorations and migrations of humankind; • the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives. 	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and “big history” • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation 	
Personal and cultural expression	<p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways which we</p> <ul style="list-style-type: none"> • discover and express ideas, feelings, nature, culture, beliefs and values; • reflect on, extend and enjoy our creativity; • our appreciation of the aesthetic. 	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency 	

Scientific and technical innovation	<p>How do we understand the world in which we live? Students will explore</p> <ul style="list-style-type: none">• the natural world and its laws;• the interaction between people and the natural world;• how humans use their understanding of scientific principles;• the impact of scientific and technological advances on communities and environments;• the impact of environments on human activity;• how humans adapt environments to their needs.	<p>Possible explorations to develop</p> <ul style="list-style-type: none">• Systems, models, methods; products, processes and solutions• Adaptation, ingenuity and progress• Opportunity, risk, consequences and responsibility• Modernization, industrialization and engineering• Digital life, virtual environments and the information Age• The biological revolution• Mathematical puzzles, principles and discoveries	
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Globalization and sustainability	<p>How is everything connected?</p> <p>Students will explore</p> <ul style="list-style-type: none"> • the interconnectedness of human-made systems and communities; • the relationship between local and global processes; • how local experiences mediate the global; • the opportunities and tensions provided by world-interconnectedness; • the impact of decision-making on humankind and the environment. 	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • population and demography • Urban planning, strategy and infrastructure 	
Fairness and development	<p>What are the consequences of our common humanity?</p> <p>Students will explore</p> <ul style="list-style-type: none"> • rights and responsibilities • the relationship between communities • sharing finite resources with other people and with other living things; • access to equal opportunities • peace and conflict resolution. 	<p>Possible explorations to develop</p> <ul style="list-style-type: none"> • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Power and privilege • Authority, security and freedom • Imagining and hopeful future 	

From Principle into Practice (p.60-62)

The selected global context will inform the questions that teachers and students ask throughout the unit. However, many explorations of global contexts are closely related and, in the course of the unit, questions that relate to other global contexts may also be encouraged, developed and considered.

Inquiring into subject content through a global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility.

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Constructing Statement of Inquiry (Concepts + Global Context = SOI)

A concept must be:

- | | | |
|---|---|---|
| <input type="checkbox"/> Timeless – able to work in the past present and future | <input type="checkbox"/> Universal | <input type="checkbox"/> One or two words only |
| | <input type="checkbox"/> Promotes Abstract Thinking | <input type="checkbox"/> Share common attributes. |

Statement Of Inquiry Construction - Errors

- | | |
|--|---|
| <input type="checkbox"/> Avoid Use of Level One Verbs : influence, affects, impacts, is, are, have | <input type="checkbox"/> Avoid Use of passive voice (look for statement that use ... by) eg. <i>The ball was thrown by me (passive voice); I threw the ball (active voice)</i> |
| <input type="checkbox"/> Avoid Use of Proper nouns (this locks the statement in time, place or situation) | <input type="checkbox"/> Avoid untrue or unclear Statement |
| <input type="checkbox"/> Avoid Use of pronouns (I, us, our, me, they, she, he, its, you, their, etc) | <input type="checkbox"/> Avoid Value statement |
| <input type="checkbox"/> Avoid Past Tense | <input type="checkbox"/> Avoid Statement containing only one concept |

**Statements may need a qualifier to correct the statement (can, may, often)*

Statement of Inquiry – transfer across, time, culture and situation

- | |
|---|
| <input type="checkbox"/> Timeless – able to work in the past present and future |
| <input type="checkbox"/> Universal |
| <input type="checkbox"/> Promote Abstract Thinking |

Level 2 & 3 Verbs

Achieve	Assimilate	Compose	Define	Earn
Accelerate	Assist	Compute	Delegate	Edit
Accomplish	Assure	Conceive	Deliver	Elaborate
Acquire	Attain	Condense	Demonstrate	Eliminate
Activate	Attend	Conduct	Design	Empathize
Adapt	Balance	Conserve	Detect	Employ
Address	Bring	Consolidate	Determine	Enact
Adjust	Bring about	Construct	Develop	Encourage
Administer	Build	Contribute	Devise	Enforce
Advance	Calculate	Convert	Direct	Engineer
Allocate	Challenge	Convey	Discover	Enhance
Analyze	Chart	Cooperate	Display	Enlist
Anticipate	Check	Coordinate	Distribute	Ensure
Approve	Clarify	Correlate	Document	Equip
Arrange	Classify	Correspond	Draft	Establish
Ascertain	Collect	Create	Dramatize	Estimate
Assemble	Command	Cultivate	Draw	Evaluate
Assess	Communicate	Deal	Draw up	Examine
Assign	Compile	Decide	Drive	Execute

See What do you see? Describe the facts of what's in the video	Think What do Think is going on in the video?	Wonder What does it make you wonder? What questions do you have?

Looks Like, Feels Like, Sounds Like

When I envision the inquiry-based classroom, it:

Looks Like

Feels Like

Sounds Like

Inquiry questions

Inquiry questions are drawn from, and inspired by, the statement of inquiry. Teachers and students develop these questions to explore the statement of inquiry in greater detail. Students can develop their own questions in ways that satisfy curiosity and deepen understanding. The strands of subject-specific objectives can also be helpful in formulating inquiry questions.

Inquiry questions give shape and scope to a unit of study, and they help to scaffold the objectives that students should strive to achieve. As the unit progresses, both teachers and students can develop additional questions to explore.

Some characteristics of factual, conceptual and debatable questions to consider she planning MYP units.

Factual questions	Conceptual questions	Debatable questions
<ul style="list-style-type: none">• Knowledge/fact-based• Content-driven• Skills-related• Supported by evidence• Can be used to explore terminology in the statement of inquiry• Frequently topic• Encourage recall and comprehension	<ul style="list-style-type: none">• Enable exploration of big ideas that connect facts and topics• Highlight to opportunities to compare and contrast• Explore contradictions• Lead to deeper disciplinary and interdisciplinary understanding• Promote transfer to familiar or less familiar situations, issues, ideas and contexts• Encourage analysis and application	<ul style="list-style-type: none">• Enable the use of facts and concepts to debate a position• Promote discussion• Explore significant ideas and issues from multiple perspectives• Can be contested• Have tension• May be deliberately provocative• Encourage synthesis and evaluation

Summative assessment tasks and the statement of inquiry

Summative assessment tasks must be designed to allow students to:

- meet the **chosen objectives** and their **strands**.
- show their **understanding of the statement of inquiry**.

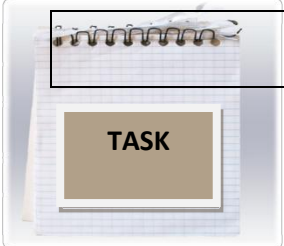
There must be a **demonstrated relationship** between the summative assessment task(s) and the statement of inquiry.

What is a performance task?

A performance task is a complex scenario that provides students an opportunity to demonstrate **what they know** and **are able to do** concerning a given concept. When constructing performance assessment tasks, it helps to use the acronym **GRASPS**:

G	Real-world <u>Goal</u>	<ul style="list-style-type: none">• Provide a statement of the task.• Establish the goal, problem, challenge, or obstacle in the task.
R	Real-world <u>Role</u>	<ul style="list-style-type: none">• Define the role of the students in the task.• State the job of the students for the task.
A	Real-world <u>Audience</u>	<ul style="list-style-type: none">• Identify the target audience within the context.
S	Real-world <u>Situation</u>	<ul style="list-style-type: none">• Set the context / Explain the situation.
P	Real-world <u>Products</u> or <u>Performances</u>	<ul style="list-style-type: none">• Clarify what the students will create and why they will create it.
S	<u>Standards</u>	<ul style="list-style-type: none">• Provide students with a clear picture of success.• Identify specific standards for success.• Issue rubrics to the students or develop them with the students.

Adapted From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

 <p>TASK</p>	GRASPS and Assessment	
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In pairs consider the provided unit of work and the related summative assessment task.

Read through the task and deconstruct using the following questions:

1. Where does the task allow for each of the selected objective strands to be met?
2. How and where does the task allow students to engage with the concepts of the unit?
3. How and where does the task allow students to engage with the context of the unit?
4. Does the task allow give students the opportunity to reach the highest descriptor band for each strand?
5. How are the command terms used in the task?
6. Was this an authentic summative assessment task, aligned to real world experiences? Why/Why not?

GRASPS Task Design Prompts

Goal

- Your task is _____
- The goal is to _____
- The problem or challenge is _____
- The obstacles to overcome are _____

Role

- You are _____
- You have been asked to _____
- Your job is _____

Audience

- Your clients are _____
- The target audience is _____
- You need to convince _____

Situation

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product, Performance and Purpose

- You will create a _____
in order to _____
- You need to develop _____
so that _____

Standards and criteria for Success (This is NOT the place to use MYP criteria, but for what the teacher would like in terms of their own expectations)

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standards _____

ATL	Self-evaluation	Explanation of rating (Two sentences why you chose that level)
<p>Self-Management: Organization</p> <p><i>How well did I keep on task and follow my action plan?</i></p>	<p>(Circle one)</p> <p>Limited</p> <p>Adequate</p> <p>Good</p> <p>Effective</p>	
<p>Research: Information Literacy</p> <p><i>How well did I find, organize, analyze and evaluate information?</i></p> <p><i>How well did I find information from a variety of sources and media?</i></p>	<p>(Circle one)</p> <p>Limited</p> <p>Adequate</p> <p>Good</p> <p>Effective</p>	
<p>Thinking: Critical Thinking</p> <p><i>How well did I analyze the historical research to look into the concepts of <u>change</u>, <u>causes</u> or <u>power</u>?</i></p>	<p>(Circle one)</p> <p>Limited</p> <p>Adequate</p> <p>Good</p> <p>Effective</p>	
<p>Communication</p> <p><i>How well did I communicate ideas from the revolutionaries' point of view?</i></p>	<p>(Circle one)</p> <p>Limited</p> <p>Adequate</p> <p>Good</p> <p>Effective</p>	

The above is a personal sample from an MYP Humanities Grade 9 unit on Revolutions. Summative assessment was a magazine explaining the revolutionaries' perspective.

Please note these are personal samples, not official IB documents.

Criterion A: Knowing and Understanding

1 - 2	<ul style="list-style-type: none">demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples	<ul style="list-style-type: none">Explanation of the changes to the biome as a result of human activities and climate change is not very clear.Concepts of <i>sustainability</i> and <i>causality (cause & consequences)</i> are not well-explained.
3 - 4	<ul style="list-style-type: none">demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples	<ul style="list-style-type: none">Explanation of the changes to the biome as a result of human activities and climate change is somewhat clear.Concepts of <i>sustainability</i> and <i>causality (cause & consequences)</i> are explained somewhat clearly but could have more examples.
5 - 6	<ul style="list-style-type: none">demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples	<ul style="list-style-type: none">Explanation of the changes to the biome as a result of human activities and climate change is clear.Concepts of <i>sustainability</i> and <i>causality (cause & consequences)</i> are explained clearly but could have more examples.
7 - 8	<ul style="list-style-type: none">demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples	<ul style="list-style-type: none">Explanation of the changes to the biome as a result of human activities and climate change is clear and detailed.Concepts of <i>sustainability</i> and <i>causality (cause & consequences)</i> are explained clearly with many examples.

Please note these are personal samples, not official IB documents.

Criterion B: Investigating

1 - 2	<ul style="list-style-type: none"> • identifies a research question that is clear, focused and relevant • formulates a limited action plan or does not follow a plan • collects and records limited or sometimes irrelevant information • with guidance, reflects on the research process and results in a limited way 	<ul style="list-style-type: none"> • Research question is too short, unclear, or not connected to the concepts • Action plan is incomplete, disorganized or not followed well • Research journal is incomplete, disorganized or contains information not important to the research • Self-evaluation of the research process (step #4 of research journal) is incomplete
3 - 4	<ul style="list-style-type: none"> • formulates/chooses a research question that is clear and focused and describes its relevance • formulates and occasionally follows a partial action plan to investigate a research question • uses a method or methods to collect and record some relevant information • with guidance, reflects on the research process and results 	<ul style="list-style-type: none"> • Research question is clearly written and focused on the concepts • Action plan is complete, somewhat organized but not always followed well • Research journal is somewhat complete, somewhat disorganized or contains some information that isn't important • Self-evaluation of the research process (step #4 of research journal) is somewhat complete
5 - 6	<ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and describes its relevance in detail • formulates and mostly follows a sufficiently developed action plan to investigate a research question • uses methods to collect and record appropriate relevant information • with guidance, evaluates the research process and results 	<ul style="list-style-type: none"> • Research question is clearly written and focused on the concepts • Action plan is complete, organized and followed most of the time • Research journal is complete and organized, and answers the research in a good amount of detail • Self-evaluation of the research process (step #4 of research journal) is complete but could be more detailed
7 - 8	<ul style="list-style-type: none"> • formulates/chooses a clear and focused research question and explains its relevance • formulates and effectively follows a consistent action plan to investigate a research question • uses methods to collect and record appropriate and varied relevant information • with guidance, provides a detailed evaluation of the research process and results 	<ul style="list-style-type: none"> • Research question is clearly written and focused on the concepts • Action plan is complete, organized, detailed and followed all of the time • Research journal is completed in detail, well-organized and completely answers the research • Self-evaluation of the research process (step #4 of research journal) is complete and detailed

Please note these are personal samples, not official IB documents.

Criterion C: Communicating

1 - 2	<ul style="list-style-type: none"> communicates information and ideas in a style that is not always clear organizes information and ideas in a limited way 	<ul style="list-style-type: none"> The information is not written clearly and is difficult to understand Poster includes few pictures, words, graphs and maps to support the information.
3 - 4	<ul style="list-style-type: none"> communicates information and ideas in a style that is somewhat clear somewhat organizes information and ideas 	<ul style="list-style-type: none"> Some information is written clearly and is somewhat easy to understand. Poster includes some pictures, words, graphs and maps to support the information.
5 - 6	<ul style="list-style-type: none"> communicates information and ideas in a style that is mostly appropriate to the audience and purpose mostly structures information and ideas according to the task instructions 	<ul style="list-style-type: none"> Most information is written clearly and is easy to understand. Poster includes many pictures, words, graphs and maps to support the information.
7 - 8	<ul style="list-style-type: none"> communicates information and ideas in a style that is completely appropriate to the audience and purpose structures information and ideas completely according to the task instructions 	<ul style="list-style-type: none"> All information is written clearly and is easy to understand Poster includes many well-chosen pictures, words, graphs and maps to support the information effectively.

Criterion D: Thinking Critically

1 - 2	<ul style="list-style-type: none"> begins to identify connections between information to make simple arguments 	<ul style="list-style-type: none"> Argument is weak. The speech analyses very few negative impacts that were a result of colonization.
3 - 4	<ul style="list-style-type: none"> summarizes information to make some adequate arguments 	<ul style="list-style-type: none"> Argument is somewhat well-supported. The speech analyses some negative impacts that were a result of colonization, and gives a few supporting points.
5 - 6	<ul style="list-style-type: none"> summarizes information to make usually valid arguments 	<ul style="list-style-type: none"> Argument is clear and valid. The speech analyses many negative impacts that were a result of colonization, and gives some supporting points.
7 - 8	<ul style="list-style-type: none"> summarizes information to make consistent, well-supported arguments 	<ul style="list-style-type: none"> Argument is clear, valid and well-supported. The speech analyses many negative impacts that were a result of colonization, and gives many supporting points.

Standardizing a task

1. Individually read the sample student's work
2. Award an achievement level for each applicable criterion. Do **not** share your awarded level(s) until everyone in your group has finished.
3. After everyone has studied the sample and awarded a level per criterion, share your judgments, including the reasons and giving examples from the student work to support your decision.
4. Through discussion, the group should come to a consensus on the final judgment(s) for the student work.
5. After a consensus has been reached, write the justification for each level awarded.
6. Share the group's awarded level(s) with the other groups.
7. As one whole group, write the justification for each level awarded comment

Sample student work #1

Criterion	A	B	C	D
Level achieved				

This work achieved a level _____ because the student:

- _____
- _____
- _____

Th student could have achieved a higher level if he/she had:

- _____
- _____
- _____